

DISTRICT PRIMARY EDUCATION PROGRAMME
GENDER STUDIES

KASARGOD (*Revised*)
KERALA

Government of Kerala

Gender Studies

Under

District Primary Education Programme

Project Report (Revised)

Kasaragod

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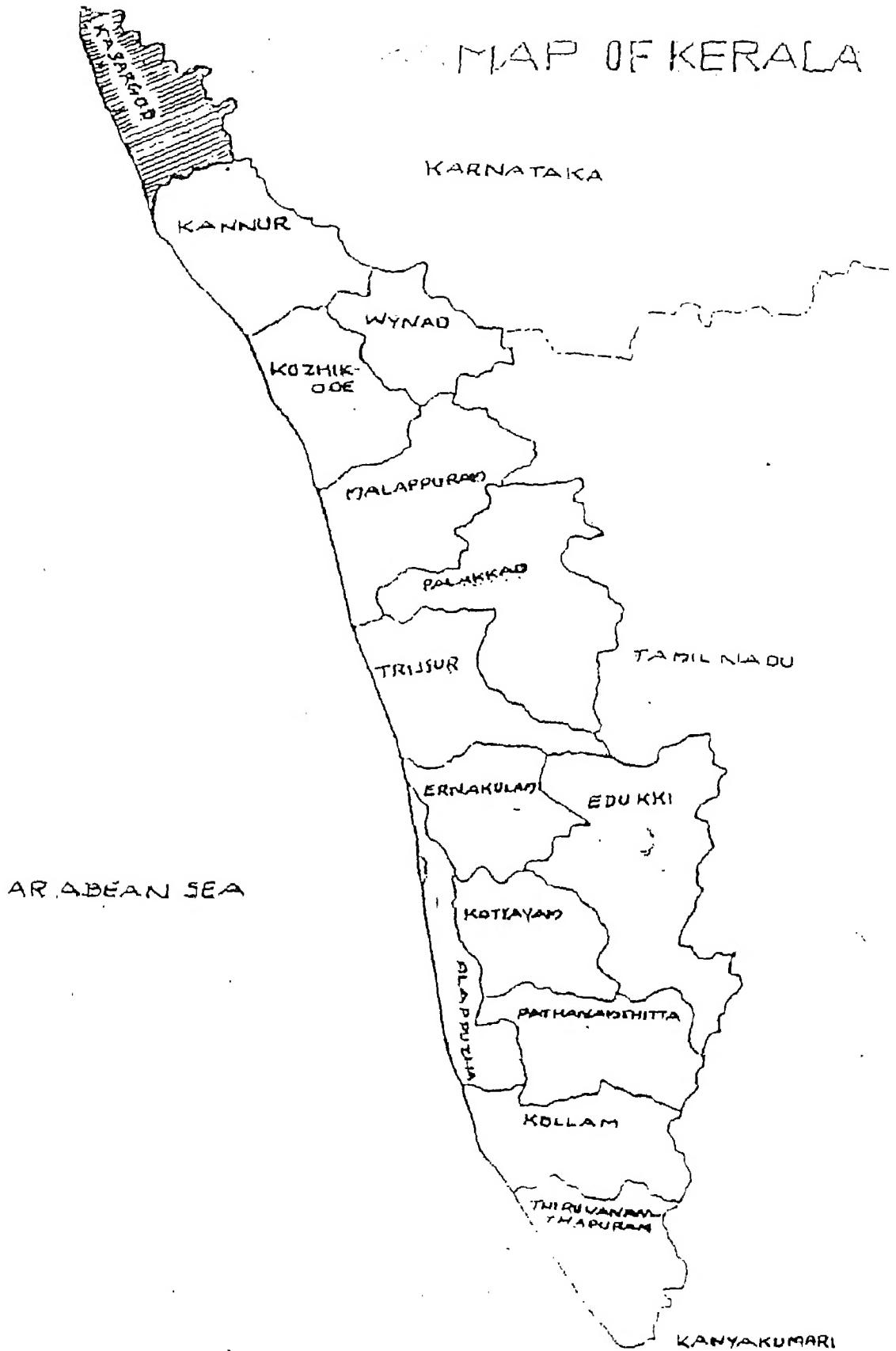
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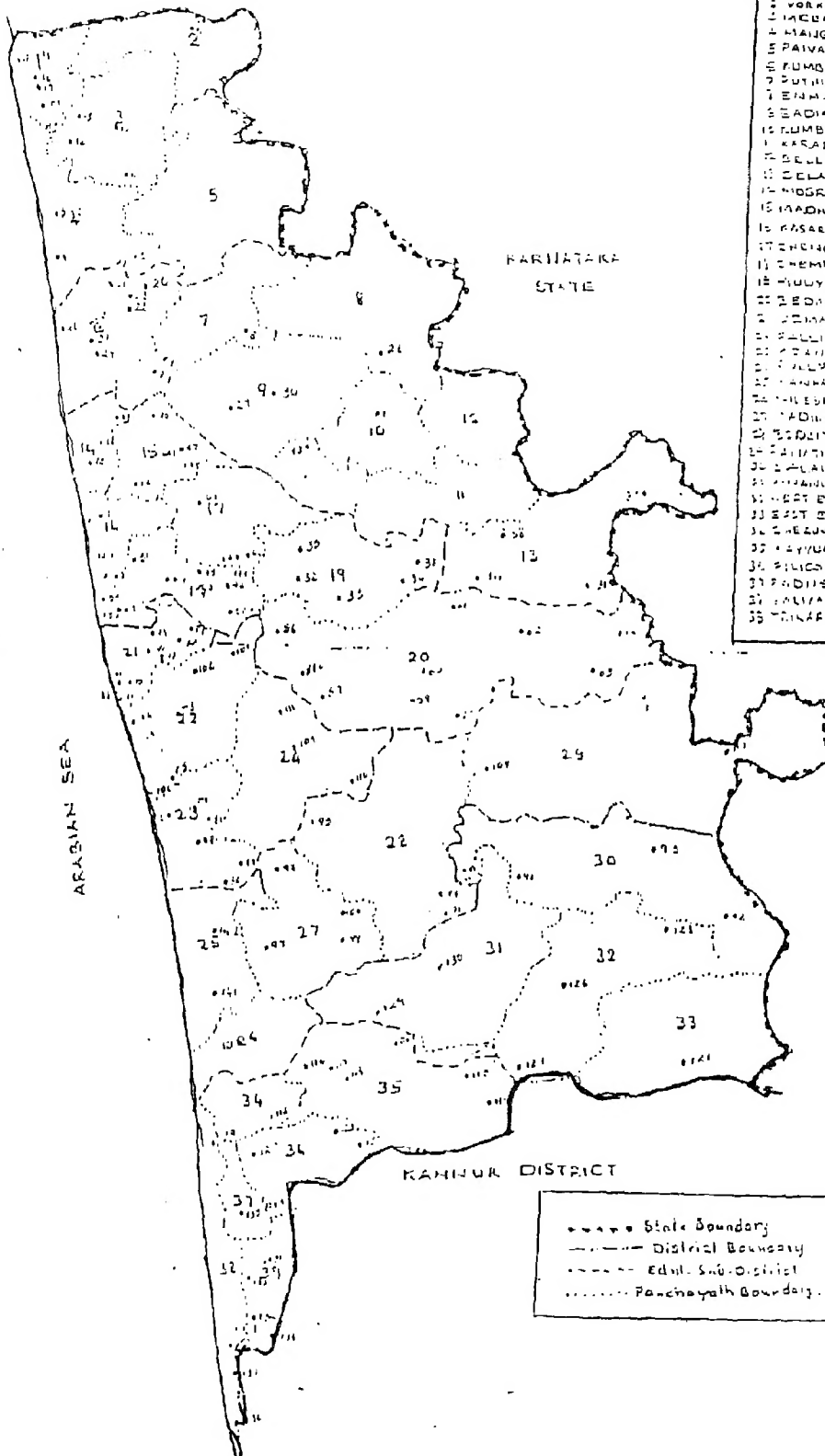
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MAP OF KERALA



KASARAGOD DISTRICT



Sub-District	Panchayaths
1. MATTESHWAR	MATTESHWAR SUB-DIST.
2. VORADY	
3. MANGALADY	
4. PAIVALIKE	
5. KUMBLA	KUMBLA SUB-DIST.
6. PUTTIGE	
7. ENNAKKE	
8. BEADOLI	
9. KUMBADATE	
10. KARADLA	
11. BELLE	
12. BELAMPADY	
13. MOORALPUTHUR	
14. MADHUR	
15. KASARAGOD	KASARAGOD SUB-DIST.
16. CHENGALA	
17. CHEMNAD	
18. MUYYAR	
19. BEADOLLA	
20. JENNA	
21. PULLINALL	BEADOLLA SUB-DIST.
22. PATTUR	
23. PULLUPATTUR	
24. PULLUPATTUR	
25. PULLUPATTUR	
26. PULLUPATTUR	
27. PULLUPATTUR	
28. PULLUPATTUR	
29. PULLUPATTUR	
30. PULLUPATTUR	
31. PULLUPATTUR	
32. PULLUPATTUR	
33. PULLUPATTUR	
34. PULLUPATTUR	
35. PULLUPATTUR	

- State Boundary
- District Boundary
- Sub-District Boundary
- Panchayath Boundary

KASARAGOD DISTRICT

Linking Pakka Road : NH-17, State High Way District High Way.

Bus Service : Private Bus Service, State Transport Bus Science

Population :

Male	Female	Total
528803	542705	1071508

Literacy :

Male	Female	Total
395626	352283	747909

Nature of land : Fertile

Crops grown : Paddy, Rubber, Cashew, Coconut

Main Communities : Hindu, Muslim, Christian, and Tribals (Koraga, Maratti and Melakudi).

Main Occupation : Agriculture, Fishing, Beedirolling

Health Facilities : Domestic, Agricultural and Industrial

No. of Anganwadis : 243

No. of Balawadis : 37

No. of Nursery Schools : 54

Total : 334

Educational Set Up :

L.P. Schools : 249 U.P. Schools : 145 High Schools : 83

No. of Teachers for Primary Class : Std. I-V

Male : 2788 Female : 2540 Total : 5328

Roll Strength of Pupils :

	<u>Stds. I-IV</u>	<u>V-VII</u>	<u>VIII-X</u>	<u>Grand Total</u>
Boys	55-161	41562	29656	126679
Girls	51354	34486	27319	117159
Total	106515	80348	56975	243838

No. of Never enrolled Children : 5779

No. of Houses : 350

No. of Group discussion held : 15

PART - I

Women of Kerala :

Women of Kerala, in the historic past, enjoyed to a large extent freedom to lead an independent life. During the Chera and Sangham period, we come across a galaxy of women, remarkable for their scholarship and culture. 'Chandrostavam', a poetic composition of 12th century, refers to women artists like Mathu, remarkable for her musical talent and dexterity in playing veena. It is read that there were 15 women poets in the Durbar of sangham kings. Avaiyyar was a famous poetess of this period. The women of that period used to accompany their husbands to the battle fields for encouraging and inspiring their husbands. There was no purdha system prevailed. They composed and chanted vedic humms at the time of holy sacrifice. Polygamy was not there. In selecting their marriage partners, women had equal rights. Bride grooms used to give money to the parents of the bride. Widow marriages were allowed in the society. Women were engaged in weaving, stitching, agriculture etc. But during the period of Aryanisation, the position of women in the society began to deteriorate considerably. During the 9th century, there existed the Devadasi system. Beautiful women dancers were used to perform dances in the temples in order to please the Gods. But, during the 15th century, the status of these Devadasies came down and were treated as prostitutes. It was in 1930 the ruler of Travancore, Rani Sethulakshmi bai, abolished the system. The status of women is interlinked with caste and religion.

According to Manu, for women there cannot be any freedom at any stage of life. This dictum had its impact in the social life of women in Kerala too. It made women, entirely dependent on man and subjected her to the authority of father, husband and son in different periods of her life as wife, daughter and mother. Two systems prevailed in Kerala were 'Marumakkathayam' and 'Makkathayam'. In the strata of society who followed 'Marumakkathayam', women dominated while in 'Makkathayam', men dominated. Brahmin ladies called 'Antharjanams' which means, those who lived indoors. They had to cover their faces with a 'Marakkuda', an umbrella, made out of palm leaves. Widow marriages were not allowed by the society, during the 16th, 17th and 18th centuries. We come across 60 year old men marrying 16 year old girls. Naturally, the chances of women becoming widows in their early age, were common. In 1859, Nadar women fought for the permission to cover their upper part of the body. This revolt was known as 'channar revolt'. Till that time only Namboodiri women covered their body. Social reformers like Sree Narayana Guru, Dr. Palpu, Shri. C.V. Kunhi Raman, and Shri. Kumaranasan contributed many reforms in the social life. It was Sri. Narayana Guru who preached "One Caste, One Religion, One God for man". He consecrated shrines of worship for Ezhavas and Scheduled castes. He raised his voice against Thalikkettukalyanam among children. In 1934, the first widow marriage took place in Kerala. Nair women were not allowed to come out of their houses, after the evening hours. If they happened to see a man of the lower strata of the society, that woman was declared as out-cast from the society. In 1696, the ruler of Venad, Kottayam Keralavarma, gave freedom for

women to travel at any time of the day. Shri Sankara, the philosopher of Advaita who lived during the period 788 to 820 A.D. revived Hinduism by combining the best of Hinduism and Buddhism.

EDUCATION :

Historical Perspective and Present Situation :

History of Kerala, reveals the existence of educational institutions like 'Kudipallikudam', 'Padassala', and 'Kalari'. In 'Padassala' special courses of studies in the higher branches of learning such as philosophy, grammar, Theology, law etc. were taught. Hundreds of young men were given free food, clothing and tuition in these institutions. These institutions were attached to temples singing of devotional songs in temples by groups of devotees was a source of adult education. Vedic recitals and proficiency tests in religious scriptures were conducted in temples in order to give a deep study of Hindu religion.

It was the Christian Missionaries who started schools in various parts of the state. In 1817, Rani Parvathibhai of Travancore declared education as a programme undertaken by the government. In 1817, Colonel Mundro came forward with the idea of free education to children in the age group 5-10. In 1820, Mrs. Norton started Girls' schools in Kottayam and Alappuzha. In Trivandrum the first girls' school was started in 1859. In 1888, it was upgraded as High School and was undertaken by the Government. After 10 years, it was converted as the first woman's college of Travancore. In Cochin area, there were 33 schools

in 1880. By the Act of 1888, private schools were also provided Grants by the Government.

In 1819, Department of education was established in Cochin. An education officer was appointed in 1908. In 1921, an Act was passed by the Cochin Government to give free education for girls. A survey conducted in 1911 reveals that there were women literates at the rate of 45 per thousand. In Malabar Area, which was under the control of British, was very backward in the field of education. Compulsory education was encouraged by the Act of 1922. In 1949, a common system of education was approved by the rulers of Travancore, Cochin and Malabar. In 1953, Hindi was taught as third language. Free education Act was passed in 1954.

In 1956, Kerala State was formed by uniting Travancore, Cochin and Malabar. In 1957, when Dr. Joseph Mundassery was the Education Minister Act was passed to meet the salary expenditure of all teachers by the State Government. Free education became the right of each individual by the Act of 1969. Great attention was given to the expansion of education system in Kerala, after 1969.

Kasargod :

Kasaragod District is the Northern most district of Kerala, which came into existence on 24th May 1984 by bifurcating the former Kannur District. It consists of two Taluks-Kasaragod and Hosdurg. Kasaragod town is the Headquarters of the District. The district

consists of 4 Community development Blocks with 2 Municipalities, 37 Panchayaths and 1445 wards.

Kasaragod district having an area of 1963 Sq.Kms. lies between Northern Latitudes 111' and 1204' and between 74 5' and 75 26' eastern longitude. The Western ghats on the East, the Arabian Sea in the west, the Dakshinakarnataka district in the northern and Kannur District in the South form the four boundaries of the district. The three well marked natural are the low land of the coastal stretch, the mid land which consists of hill rocks of hard laterite soil, and the high land along the western ghats. It has a coastal region which stretches to about 80 Kms from North to South. The district has 12 main rivers which originate from western ghats and flow towards Arabian Sea. The name Kasaragod is the deflection of the word, Kanhirod a place full of Kanhira trees or 'Kasarkana tree'-its botanical name being *Strychno nuxvomica*, which by frequent and indiscriminate use came to be called as Kasaragod. In Tulu it is known as 'Kayar'. In Sanskrit, (Kasara' means lake, hence land of lakes. It has an anthropological significance too in relation to an ethnic group 'Kasar'.

The District of Kasaragod has its own identity and significance among the 14 districts of Kerala in respect of Cultural, historical and geographical backgrounds. The district at present enjoys a cross cultural composition of Kerala and Karnataka in certain areas with a dilectical variance of very many languages such as Malayalam, Kannada, Tulu, Maratti and Hindustani etc, which in any way never pose obstacles in progressive movements. Though not

contributed voluminously towards the Kerala Stock, Kasaragod District has a unique form of Dance 'Poorakkali', performed by menfolk. So Too, 'Chimmanakkali' of tribals is a distinctive dance very popular in Kasargod District. 'Yakshaganam' and Bayaltta' may have been found related with Kannada Culture. The fact cannot be denied that in most parts of the Northern Villages of the District, these are the two art media being used for mass education. So too Thalamaddala' being a stage performance organised in way of discussion highlighting the moral and ethical values of the societies bearing significance on Puranic Stories of Indian Mythology is one of the best medium used to imbibe cultural heritage in the Villages of Kasaragod from time immemorial. In martial arts, "Tulunadan Payattu" was held in high esteem available only in this area; but unfortunately it became extinct now.

The present Kasaragod district ruled over by the famous Kumbala Dynasty situated at Maipady near 'Diet' Kasaragod had the rule over northern part of Kasaragod District long back. Nileshevar dynasty is the other. The main forts at Kumbale, Kasaragod, Chandragiri, Bekal, and Hosdurg are the very living examples of a heroic past of various dynasties contributed towards the historical glory of this district.

Demography :

As per 1991 census the total population of the district is 1.07 million out of which 0.528 million are males and 0.542 females. 0.885 million is the

rural population of the district whereas 0.175 million is the urban. Among the children the Number between the age group of 0 to 6 comes to 165090, between 6 to 11 is 142, 326 and above 11 is 764092 scheduled caste constitute 81,970 (7.65%) having male population of 41180 and Female of 40790. The population of Scheduled Tribes is 29283 of which 14841 is Male and 14442 Female (2.8%). Panchayath wise popoulation growth of this district is 22.4%.

The literacy rate of this district is 69.7% as against State literacy rate of 90% as per the latest census report (1991). The lowest literacy rate among S.C. is 61% and 66.38 for S.T. in the costal belt rate of 60.5%. Certain Panchayaths namely Manjeshwar, Mogralputhur, Udma. Ajanoor, chervathur, Nileshtar, Trikaripur, Padne and Municipalities namely Kasaragod and Kanhangad are densely populated. Population density rate is shown in. ST population is maximum in Enmakaje Panchayath. Korgas and Maratties are the main tribes in which Koragas are the Primitive tribes, which are still nomadic in nature. Tribal settlement details is shown in Main occupation of the people are agriculture, fishing and beedi-rolling. coconut, Arecanut, Pepper, Cashewnut, Rubber and Paddy are the major cultivation of this district. Tobacco is cultivated along the coastal area.

About 34.6% of the population lies below the poverty line. 72% of people speak Malayalam and the rest Kannada, Tulu, Maratti, Kongini and Dindustani. Even though the district is multilingual in nature, it is generally known as bilingual because the medium of instruction in schools and Colleges is either Malayalam or Kannada.

Educational Background :

Due to historical, geographical, political and social reasons, the district suffered in educational advancement. Before independence the area was under Malabar District in the Madras Province of British India. Malabar area was almost neglected in the field of education, when compared to former princely State of Travancore and Cochin. The nature of the society comprised of ~~very~~ many different castes and groups of which a rare few could draw of the social benefits. The social evils like untouchability, Janmi practices etc. deprived the majority of the people, the down trodens of making use of the available educational facilities. In the early years, these previleges were reserved only for a set of people who were in the higher strata. Through series of social movements in the latter half of 18th century tremendous changes took place in the contemporary educational system.

Education at Present :

Every country develops its system of education to express and promote its unique socio cultural identity and also to meet the challenges of time. It aimed to promote national progress a sense of common citizenship and culture and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages and gave much greater attention to science and technology, the cultivation of moral values and closer relations between education and life of people, Since the adoption of the 19⁶⁸ policy there has been considerable

expansion in educational facilities all over the country at all levels. Perhaps the most notable developments has been the acceptance of the common structure of education, throughout the country and introduction of the 10+2+3 systems by most states. In the school curriculum, in addition to laying down a common scheme of studies for boys and girls, science and mathematics were incorporated as compulsory subjects and work experience was assigned a place of importance.

The national system of Education is based on a national curricular frame work which contains a common core along with other components that are flexible.

The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across the areas well designed to promote values such as India's common cultural heritage, democracy and secularism, equality of sexes, protection of environment, removal of barriers, observance of the small family norms, and inculcation of the scientific temper. All Educational Programmes will be called in strict conformity with secular values. In short the policy demands an education capable of developing a generation of educated youth who have internalised the goals of national development and would willingly engage themselves in activities required for the realisation of these goals.

The pattern of Kerala Educational system has also been switched over to the 10+2+3 structure and observed a curriculum to be responsible to the needs and aspiration of the national pattern. There is inter-relationship between the national development goals, material concerns, and priorities in the Kerala Curriculum.

Though there are 243 Anganwadies being run by I.C.D.S. it is restricted only in two blocks viz. Kanhangad and Kasaragod. In 23 Panchayaths there are no Anganwadis. But very few Balawadies (37) are operated by the Social Welfare Dept. of the Government of Kerala. Besides this 10 primary schools have pre-primary sections attached to it. Certain Private agencies also run 44 nursery classes, not recognised by the Government.

In fact, the Pre-primary sections of the above said Anganwadies and Balawadies, could not materialise the anticipated objectives, due to the deficiency of physical and infrastructural facilities in the school. In addition to this, lack of well-trained teachers also results in the low standard of educational outcomes in this section. "There is observed a kind of silence on the issue of preparation of personnel for pre-primary schooling and also on latter's linkage with the training of teachers for elementary education", So there is gap between need and provision of pre-primary schools in Kasaragod district. Some may receive integrated package including health care, nutrition and childhood education and very few receive day care.

Primary Schools :

The national system of education envisages a clear education structure. The 10+2+3 structure has been accepted in all parts of the country. Efforts are made to make toward an elementary system comprising of 5 years of primary education 3 years of Upper Primary followed by 2 years of High School. In Kerala its elementary school system comprises of 4 years of lower primary and 3 years of Upper Primary Education followed by 3 years of High School Education. There are exception with certain schools, which have lower primary sections from Std.I to V. The total Primary Schools in the district is 478 which are of different categories, namely Government, Private (Aided). Out of the total, 277 fall in Government, and 202 in Private Sector. Altogether, 145 U.P.Schools have L.P. Sections with it and 83 High Schools have U.P.L.P. or both sections attached to it. No. of schools in Panchayath wise is shown in the district there are 5 Higher Secondary Schools with standards I to XII and also 5 U.P.Schools is unaided schools. Panchayath-wise distributions of schools is shown in Educational sub district-wise distribution of schools is shown.

POPULATION TABLE - RURAL URBAN WISE

	S		C	S		T	Total Population		
	M	W	Total	M	W	Total	M	W	T
Rural	37889	37319	75208	14651	14273	28924	442648	452634	895282
Urban	3291	3471	6762	190	169	359	86155	90071	176226
Total	41180	40790	81970	14841	14442	29283	528803	542705	1071508

LITERACY RATE
BLOCK WISE
KASARAGOD DISTRICT

Sl. No.	Population				Literate			
	Name of Block	Male	Female	Total	Male	Peren- tage	Female	Peren- tage
1.	Manjeshwar	130331	131609	261940	94480	72.49	78367	59.5
								172847
								65.98
2.	Kasaragod	139228	139106	278334	101379	728	87437	62.85
								188810
								67.81
3.	Kannangad	143830	150040	293870	107361	74.64	98107	65.38
								205468
								69.9
4.	Mileshwar	115414	121950	237364	92406	80.00	88372	72.46
								180778
								76.16
District Total		528803	542705	1071508	3956620	74.81	352283	64.9
								747903
								69.8

CATEGORYWISE CHART OF PRIMARY SCHOOLS-KASARAGOD

Sl. No.	School	Class	Govt.	Private aided	Private unaided	Total	
1.	Lower Primary	I-IV	133	105	-	238	
		I-V	1	10	-	11	249
2.	Upper Primary	I-VII	66	66	-	132	
		V-VII	4	6	-	10	
		I-V	3	-	-	3	145
3.	High Schools	I-X	54	8	-	62	
		V-X	13	6	-	19	
		I-XII	2	-	-	2	
		V-XII	1	-	-	1	84
Total			277	201	478	478	

LIST OF SCHOOLS
KASARGOD DISTRICT
(Sub-Districtwise)

Educational Sub-Dist	No. of Schools
1. Kumbala	78
2. Kasaragod	92
3. Hosdurg	73
4. Cheruvathur	62
5. Chittarikal	44
6. Manjeswar	78
7. Bekal	51
Total	478

STRENGTH OF PUPILS IN PRIMARY SCHOOLS

	Govt.	Private	Aided	Total
Boys	41058	27249	1052	69359
Girls	38509	25287	951	64547
Total	79367	52536	2003	133906

CATEGORY WISE STRENGTH IN STANDARDS I-V IN
KASARAGOD DISTRICT

(As per the report of the 6th Working day 1993-94)

Sl. No.	Category	Boys	Girls	Total
1.	Scheduled Caste	6239	6086	12325
2.	Scheduled Tribe	988	958	1946
3.	Others	62066	57569	119635
	Total	69293	64613	133906

TOTAL NUMBER OF PRIMARY TEACHERS IN STANDARD I-V
IN KASARAGOD DISTRICT

Sl. No.	Category	Male	Female	Total
1.	Scheduled Caste	106	104	210
2.	Scheduled Tribe	29	8	37
3.	Others	2643	2428	5051
	Total	2788	2540	5328

NO. OF CHILDREN ENGAGED IN LABOUR IN THE AGE GROUP OF 6-14
KASARAGOD DISTRICT

Sl. No.	Nature of work	Nos.	Panchayaths where the problem exists
1.	Beedi Workers	1346	Cheruvathur, Kasaragod Madhur, Manjeshwara, Vorkady, Paivalike, Badindka, Kanhangad, Nileshtar etc.
2.	Hotel Workers	379	Kasaragod Municipality, Kanhangad Municipality, Neleshtar, Kumbla, Manjashwar, Bandadka.
3.	Fishing	643	Valiaparamba, Nileshtar, Ajanur, Udma, Kasaragod, Kumbla, manjeshwar, Manjeshwar, Magralputhur, Kanhangad
4.	Maid Servants	106	Panathady, West Eleri, East Eleri, Bandadka, Bediadka etc.
5.	Baby Sitting at home	210	Valiyaparamba, Ajanur, Udma, Panathadi Chengala, West Eleri, Mangeshwar, Kumbla, Mangalapady etc.
	Total	2684	

PART - II

Gender Study Needs and Objectives :

Gender studies is a part of the District Primary Education Programme (DPEP) which is implemented in Low Female Literacy and Low Female Enrollment district in Kerala.

As Girls Education continues to be a low supply and a low demand area, it is necessary that the state plan provides necessary intervention for increasing the number of schools for girls and promoting women's participation in the constructive fields of the state.

In Kerala the Female Literacy Rate is 86.93%. This high percentage is co-related with other developmental fields of progress. Social attitudes in the home and the society are to be analysed and the causes for the backwardness of women are to be identified. By this study it is expected to make a mass movement among the remote places of Kerala and hence make the common man aware of women's freedom and equality.

Liberation of women from the traditional and families is required for empowerment. Educational programmes have led to domestication of women rather than their liberation.

The study intends to change the attitudes of the people of these selected areas. This Gender Study seeks the various reasons for the low status of women.

The Main Objectives of the Study are:

1. Mapping out gender disparities in access, enrollment, retention, and achievement which is being handled under base line studies.
2. Identify causes for non-enrollment and drop out of girls and propose effective district/local specific strategies for improved enrollment, retention and achievement among girls.
3. Assess the situation of women in each district with regard to some social and demographic indicators and women's equality and empowerment.
4. To collect information on gender bias in (a). text books (b) teacher training (c) teachers attitude (d) curriculum transaction and (e) administrators' attitudes.
5. To identify supportive community structures such as womens' groups, V.E.Cs, Panchayats, P.T.As, Teacher Organisations, youth clubs for developing effective strategies of UPE among girls.
6. Identifying and facilitate convergence of services of different departments. for UPE among girls (Focal areas ECCE, Health and support services).
7. Study the availability of educational (books, Stationery, uniforms) and other incentives (noon meals, attendance prizes etc.).

8. To assess participation of women in teaching, administration and other decision making bodies.
9. To develop state/district level monitoring and evaluation frame work.

Methodology :

Methodology of the study comprises both qualitative and quantitative techniques.

10 Villages were selected on random basis from each district. Survey was conducted by Professional Assistants under the District Co--ordinators. The survey was conducted during the months of October and November.

Primary Data was collected using the following tools :

Interview Schedules :

G.S. 3.1	House hold Schedule
G.S. 3.2.	Drop out Schedule
G.S. 3.3	Never Enrolled Schedule
G.S. 4	Teacher Schedule
G.S. 5	Institutional Head Schedule
G.S. 6	Community Leader Schedule
G.S. 7	Education Administrator Schedule

The Secondary Data was collected from Census of India Hand Books, Publications of the Education Department etc.

Qualitative and Quantitative techniques of Data Analysis including Content Analysis is applied. In each district 10 to 15 Group Discussions were conducted, among those persons who can exchange their position and ideas concerning women participation.

Group Discussions were focussed on the following points :

- (a) Reasons why parents do or do not send their daughters to schools.
- (b) Household demand factors of constraints.
- (c) Factors making schools accessible and attractive/unaccessible and unattractive.
- (d) Physical factors.
- (e) Relevance of Curriculum.
- (f) What do families/communities expect from education of girls.
- (g) Why are they willing to send girls to Schools ?
- (h) Existence and role (actual or potential) of community organisations (e.g. VEC's, MM's).

The Field Investigators submitted the schedules to the District Co-ordinators. The District Co-ordinators accompanied the Investigators for collecting the data. This was later processed using the techniques of computer science.

Mode of Study :

6 Professional Assistants were engaged in collecting the data, in three districts. Each team was supplied with sufficient number of Interview Schedules 350 Household Schedules, 350 School going girls schedules, 50 Non-enrolled Girl Schedules, 40 Teacher Schedules, 35 Community Leader Schedule, 20 Administrator's Schedules and 15 Institution Head Schedules.

The list of villages selected for the study in Kasargod District is given below:

KASARGOD DISTRICT

Adukath Vayal	Bandakkukka	Chemnad
Kelnad	Kadlu	Madhur
Munnad	Thekkil	Chengala (Urban)
Kasargod (Urban)		

Supervisors frequently accompanied the Professional Assistants for giving necessary guidance.

Qualitative information is collected on the basis the following :

1. Perception of parents, teachers, institution heads, community leaders on low enrollments, Poor retention and low achievement of girls in primary schools.

2. Perception of parents on utility of girl's education, educational and occupational aspirations for their daughters and gender roles.
3. Perception of teachers, institutional heads, community leaders on gender equality and utility of girls education.
4. Findings from parents and community the conditions which on conducive for promoting girls education, such as availability of adequate educational infrastructures, facilities, women teachers, relevant curriculum and other support machanisms.
5. Finding out from parents and community as to what they are willing to do for educating girls.
6. To obtain perceptions of drop-out and non-enrolled girls on reasons for dropping out and their aspirations.

PART - III

ANALYSIS AND FINDINGS

Household Schedule :

353 households were interviewed by the investigators. Among these 59% belong to Hindu religion and 36 to Muslim Community. 86% of them speak Malayalam while 11% speak Tulu and 3% speak Kannada. 87% depend on well water. The respondents use wood dust fuel. Half of the houses are not electrified. No proper drainage system is available in this area. 205 households earn their livelihood from agriculture. 75% of the respondents are having income below 3,000 per year. 91% of the respondents send their children to government schools. Analysing the reasons for the girls continuing education in school it reveals that 90% of the girls continue due to parental motivation. Finding out the reasons for drop out of girls 46% is due to inability to pay tuition fees. The major reasons are lack of parental motivation, engagement in remunerating work, parental illiteracy and helping parents in occupation.

Main reasons for non enrollment in this district is the absence of support services like Aganwadi, Balawadi and creches. 37% of the parents find it difficult to pay the extra tuition fees. The respondents are satisfied with the service of Aganwadi and Balawadi in the district. 343 households stress the need for income generating programmes. More than 96% of the parents need free uniforms books and stationery. Concerning utility of girls education 79% agree with that girls education develops a positive

self image. More than 35% of them agree that education prepares girls for economic contribution and make them aware of their rights. Girl's education will certainly ensure the education of future generation. Out of the 353 parents interviewed only 5 agrees that girl's education can raise the age of marriage and reduce infant and child mortality. Only 15 parents agree that girl's education helps in reducing family size. Only 4 agree that girl's education prepares girls for decision making processes. Analysing the perception of the parents about gender equality, more than 90% agree on the aspects like girls and boys need equal education, both need equal amount of food both need equal health care, both should be given equal time to play, both can do children's occupation, husband and wife should take all decisions jointly. Only 83% agree in keeping the family assets on joined names of husband and wife.

Name of Village	Nr. of Houses visited
Adukkath	34
Bandaduka	31
Chemnad	36
Kelnad	35
Kudlu	39
Madhur	36
Munnad	30
Thekkil	39
Chengala	38
Kasaragod	35
Total	353 =====

ANALYSIS OF HOUSEHOLD SCHEULDES

Distribution of the Parents According to Sex of Informant :

Sex	N	%
Male	279	79.0
Female	74	21.0

Distribution of the Households According to Caste :

Caste	N	%
S.C.	123	34.8
S.T.	39	11.0
Thiyya	23	6.5
Muslim	137	38.8
Nair	31	8.8

Distribution of the Households According to Religion :

Religion	N	%
Hindu	210	59.5
Muslim	129	36.5
Christian	1	0.3

Distribution of the Respondents According to Mother Tongue :

Mother tongue	N	%
Malayali	302	85.6
Konkini	2	0.6
Kannada	11	3.1
Tulu	37	10.5

Distribution of the Respondents According to Source of Drinking Water :

Source of Drinking Water	N	%
Tap	43	12.2
Well	308	87.3

Distribution of the Respondents According to Distance of Water Source from Home :

Distance of Source	N	%
	1	0.3
- 250 MT	334	94.6
- 500 MT	11	3.1
- 750 MT	2	0.6
- 1000 MT	4	1.1

Distribution of the Respondents According to Type of Fuel used :

Type of fuel	N	%
Wood	345	92.3
Others	2	0.5

Distribution of the Respondents According to Availability of Electricity :

Availability	N	%
Yes	164	46.5
No	189	53.5

Distribution of the Respondents According to Drainage :

Drainage	N	%
Yes	80	22.7
No	273	77.4

Distribution of the Respondents According to Age:

Age	N	%
0 - 5	88	4.9
6 - 14	646	36.0
15 - 21	247	13.8
22 - 40	545	30.4
41 - 60	222	12.4
60 +	15	0.8

Distribution of the Respondents According to Sex:

Sex	N	%
Male	762	42.5
Female	1017	56.7

Distribution of the Respondents According to Educational Level :

Educational level	N	%
NAPP/REC	282	15.7
-4	602	33.5
5-7	473	26.4
8-10	326	18.2
-12	36	2.0
Graduate	26	1.4
P. Graduate	8	0.4

Distribution of the Population According to Occupation :

Occupation	N	%
Cultivation	29	1.6
Agri. laboures	205	11.4
Agri. Act	34	1.9
Servants	3	0.2
P. Trader	24	1.3
Others	250	13.9

**Distribution of the Population According to Income
(In Thousands) :**

Income	N	%
1-3	1362	75.9
4-5	144	8.0
6-9	178	9.9
10-12	42	2.3
13-15	12	0.7
16-18	56	3.1
19-21	1	0.1

Distribution of the Respondents According to Toilet :

Toilet facility	N	%
Public	0	0
Private	157	44.5
Open	196	55.5

Distribution of the Families According to Income from Agriculture :

Income in Rs.	N	%
- 3000	37	10.5
- 6000	9	2.5
- 9000	10	2.8
-12000	3	0.8
-15000	2	0.6
+15000 ⁺	1	0.3

Distribution of the Families According to Daily Wages :

Income in (Yearly) Rs.	N	%
- 3000	48	13.6
- 6000	142	40.2
- 9000	30	8.5
-12000	3	0.8
-15000	10	2.8
-15000 ⁺	9	2.5

Distribution of the Respondents According to Other Sources :

Other Sources	N	%
- 3000	35	9.9
- 6000	6	1.7
- 9000	8	2.3
-12000	3	0.8
-15000		2.0
-15000 ⁺	1	0.3

Distribution of the Respondents According to Service:

Service	N	%
- 3000	28	7.9
- 6000	7	2.0
- 9000	4	1.1
-12000	0	0.0
-15000	12	3.4
-15000 ⁺	9	2.5

Distribution of the Respondents According to Total Income :

Total Income	N	%
- 3000	67	19.0
- 6000	158	44.8
- 9000	49	13.9
-12000	9	2.5
-15000	30	8.5
-15000 ⁺	0	0.0

Distribution of the Families According Information about Sex of School Going Children :

Sex	N	%
Male	222	32.4
Female	464	67.6

Distribution of the Families According to Type of School of their Children :

Type of School	N	%
Govt.	622	90.7
Semi-Govt.	53	7.7
Private	2	0.3

Distribution of the Families According to Expenditure on Fees :

Fees	N	%
- 50	256	37.3
-100	0	0
-200	0	0

Distribution of the Families According to Expenditure on Student Fund :

Rupees	N	%
- 50	489	71.3
-100	34	5.0
-200	7	1.0
-300	2	0.3
-400	6	0.9
-500	20	2.9
500 ⁺	47	6.9

Distribution of the Families According to
Expenditure on Books :

Rupees	N	%
- 50	297	43.3
-100	39	5.7
-200	14	2.0
-300	5	0.7
-400	16	2.3
-500	6	0.9
500 ⁺	4	0.6

Distribution of the Families According to
Expenditure on Stationery :

Rupees	N	%
- 50	389	56.7
-100	11	1.6
-200	0	0.0
-300	5	0.7
-400	2	0.3
-500	10	1.5
-500 ⁺	13	1.9

Distribution of the Families According to
Expenditure on Others :

Rupees	N	%
- 50	489	71.3
-100	34	5.0
-200	7	1.0
-300	2	0.3
-400	6	0.9
-500	20	2.9
-500 ⁺	47	6.9

Distribution of the Families According to
Expenditure on Total :

Rupees	N	%
- 50	22	3.2
-100	0	0.0
-200	10	1.5
-300	11	1.6
-400	15	2.2
500	9	1.3
500 ⁺	55	8.0

Perception of the Respondents about the Main Reasons
for Girls Continuing their Education in School :

Reasons	N	%
Better economic standing of household	19	5.4
Parental Education	51	14.43
Parental motivation	316	89.5
Parental support for payment of fees other than tuition fees	2	0.6
Parental support for provision of books and stationery	5	1.4
Parental support for provision of adequate food and clothing	0	0.0
Self motivation of girls	5	1.4
Teachers positive attitude	0	0.0
Provision of academic support creating space and time for studies at home	0	0.0

Perception of the Respondents about main Reasons
for Girl Student dropping out from School :

Reasons	N	%
Inability of parents to pay extra tuition fee/fund	157	44.5
Inability of parents to provide clothes and shoes	20	5.7
Inability of parents to provide books	21	5.9
Inability of parents to provide stationery	20	5.7
Inability of parents to provide food and medicines	7	2.0
Helping parents in occupation	43	12.2
Engaged in remuneration employment	76	21.5
Domestic work	35	9.9
Care of siblings	20	5.7
Absence of support services (Anganwadi, Balwadi, Creches)	12	3.4
Early marriage	48	13.8
Social taboo on onset of puberty	5	1.4
Parental lack of motivation	113	32.
Parental illiteracy	39	11.0
Lack of academic support/help from parents, family members/others	25	7.1
School far away	6	1.7
Unsuitable school timings	1	0.3
Lack of relevance of curriculum	11	3.1
Failure	4	1.1

Perception of the Respondents about Main Reasons for Girls non Enrolment in School :

Reasons	N	%
Inability of parents to pay extra tuition fee/fund	32	37.4.
Inability of parents to provide clothes and shoes	5	1.4
Inability of parents to provide books	5	1.4
Inability of parents to provide stationery	5	1.4
Inability of parents to provide food and medicines	6	1.7
Helping parents in occupation	7	2.0
Engaged in remunerative employment	57	16.1
Domestic work	4	1.1
Care of siblings	11	3.1
Absence of support services (Anganwadi, Balwadi, Creches)	117	33.1
Early marriage	23	6.5
Social taboo on onset of puberty	1	0.3
Lack of academic support/help from parents/family members/others	2	0.6
Unattractive School environment	21	5.9

Distribution of the Respondents According to Perception about Availability Supportive Services :

Services		N	%
Anganwadi	Yes	313	88.7
	No	3	0.8
Balwadi	Yes	308	87.3
	No	3	0.8
Health Centres	Yes	259	73.4
	No	15	4.2

Distribution of the Respondents According to Perception about Factual position of Supportive Services :

Services		N	%
Anganwadi	Yes	306	87.3
	No	1	0.3
Balwadi	Yes	307	87.0
	No	1	0.3
Health Centres	Yes	271	76.8
	No	1	0.3

Distribution of the Respondents According to Perception about Satisfaction of Supportive Service :

Services		N	%
Anganwadi	Yes	294	83.3
	No	18	5.1
Balwadi	Yes	295	83.6
	No	14	4.0
Health Centres	Yes	248	70.3
	No	26	7.4

Perception about Programmes need for Girls Education :

Programmes	N	%
Literacy programmes NEF Centres	73	20.7
Income Generating Programmes	343	97.2
Camps on health and Nutrition	5	1.4

Perception of the Respondents about Factors Associated with Parents Encouragement :

Factors	N	%
Changing School timing	18	5.1
Availability of school close to habitation	1	0.3
Free Uniforms	347	98.3
Free Books	347	98.3
Free Stationery	339	96.0
Appointing more female Teachers	0	0.0
Free meals	24	6.8
Pre school/Anganwadi	1	0.3
Separate School for girls	2	0.6

Perception of the Respondents about Utility of Girls Education :

Utility Aspects	N	%
Develops a positive self image and confidence among girls	280	79.3
Prepares girls for economic contribution	128	36.3
Can improve health and nutritional Status of Children and other family member	45	12.7
Will ensure education of future generation	111	31.4
Will make girls and women aware about their rights	140	39.7
Helps raise age at marriage and reduce marital infant and child mortality	5	1.4
Helps in reducing family size	15	4.2
Will prepare girls for leadership roles in society	27	7.6
Will prepare girls for participation and decision making process in all walks of life	4	1.1

Distribution of the Respondents According to Perception about Gender equality:

Aspects	Agree		Disagree		NRSP	
	N	%	N	%	N	%
1. Girls and boys need equal education	348	99.5	3	0.8	1	0.3
2. Both need to be given equal amount of food	347	98.7	6	1.7	6	1.7
3. Both need to be given equal health care and medical attention when needed	352	99.7	1	0.3	1	0.3
4. Both can be assigned same duties/responsibilities	35	9.9	294	83.3	19	5.4
5. Both should be given the same freedom	256	72.2	90	25.5	7	2.0
6. Both should be given equal time to play	336	95.2	15	4.2	2	0.6
7. Both can perform all tasks equally well	309	87.5	31	8.8	13	3.7
8. Both can have similar Occupations	331	93.8	8	2.3	14	4.0
9. Both have same intelligence and abilities	287	82.3	46	13.0	20	5.7
10. Men and women should be paid equal wages for equal work	314	88.9	32	9.1	7	2.0
11. Husband and Wife should take all decisions jointly	317	89.8	18	5.1	18	5.1
12. Household work must be shared by all members of the household	307	86.9	34	9.6	12	3.4
13. Assets of the family should be registered on joint names of husband and wife	258	73.1	66	18.7	29	8.4

Analysis of School Going Schedule:

In this district 324 school going girls were interviewed. 244 students go to school due to encouragement from father. Almost all like attending school, get time to do home work, and get conducive atmosphere at home. According to them failure is due to lack of time at home because 88% of them are engaged in domestic work. Concerning acceptance, they are all happy because parents and neighbours accept them. More than 93% of the girls do not see any discrimination in providing food, clothing, toys books etc. 82% of the girls do fetching of water for household purposes. 92% of them do cooking and washing at home.

Villagewise School Going Girls Interviewed :

Name of Village	No. of Girls
Adukkath	33
Bandaduka	25
Chemnad	35
Kelnad	34
Kudulu	36
Madhur	36
Munnad	28
Thekkil	38
Chengala	36
Kasaragod	23
Total	324

ANALYSIS OF SCHOOL GOING SCHEDULE

Distribution of School Going Girls :

	Age		Age		Age		Age	
Total N	6-8		9-11		12-14		15+	
	N	%	N	%	N	%	N	%
324	137	42	32	10	13	4	142	44

Dist. of School :

Total N	1-4		5-6		8 +	
	N	%	N	%	N	%
324	102	31	177	55	41	13

Dist. According to Source of Encouragement :

Total N = 334

	N	%
Mother	114	34
Father	244	73
Brother	0	0
Sister	2	0.6

Dist. According to liking of Attending School :

Total N : 324	Yes		No.	
	N	%	N	%
	292	90	4	1.2

Perception of School Going Girl According to Status of Home Work :

N = 324	Yes		No	
		%		%
	289	90	4	1.2

Perception of Schedule Going Girls Getting Time to do Home work :

N = 324	Yes		No	
		%		%
	317	98	4	1.2

Dist... of Girls According to Help of Various Persons in Study :

N = 324

	N	%
Mother	32	10
Father	9	3
Neighbour	4	1.2
Others	142	44

Dist. : of Girls According to Supervision of Home Work :

N = 324	Yes	%	No	%
	53	16	240	74

Dist.. of Girls According to Supply of Material:

N = 324	Yes	%	No	%
	314	97	6	2

Distrib. of Girls According to Sufficient time for Study :

N = 324	Yes	%	No	%
	309	95	10	3

Distrib. of Girls According Adequate Space for Study:

	Yes	%	No	%
	275	85	44	14

Conducive atmosphere :

	Yes	%	No	%
	301	93	18	6

Regular Attendance :

	Yes	%	No	%
	315	97	6	2

Liking of Teachers :

	Yes	%	No	%
	288	89	5	2

Reasons for Failure :

	N	%
1. Illness	37	11
2. Domestic work	294	88
3. No Reading Material	1	0.3
4. No Guide	22	7

Perception of Girls about Acceptance :

	N	%
Father	308	95
Sister	267	82
Brother	264	82
Neighbour	257	80
Friends	286	88

Source of Enjoyment :

	N	%
1. Listening Radio	150	46
2. Watching T.V.	21	6
3. Playing Games	224	67
4. Reading Books	136	41

Perception of Discrimination between Male & Female
in Provision so Sometimes :

	Yes	%	No	%
1. Food	314	97	2	0.6
2. Clothing	315	97	2	0.6
3. Toys	314	97	2	0.6
4. Books	313	97	2	0.6
5. Help in Study	311	96	5	2
6. Rituals	245	75	46	14
7. Opportunity for play	300	93	9	3

Dist. of Girls Engaged Activities done in Family :

	Nr.	%
1. Fetching water	274	82
2. Fetching fuel	152	45
3. Fetching fodder	28	8
4. Care of Siblings	23	7
5. Making Cow Dung	2	0.6
6. Looking after cattle	3	0.9
7. Grazing cattle	1	0.3
8. Cooking & Washing	92	27.5

Analysis of Institutional Heads Schedule :

15 HMs were interviewed in this district. Only 46% of them are having proper toilet facilities. According to them parental motivation and self motivation continuing the schools. The reasons for girls not attending schools perceived by the HMs are inability to pay fees and inability to provide clothes and books. 75% of the HMs feel that parental illiteracy is one of the reasons for girls not attending schools. Concerning utility of girls education almost all of them agree with the statements like develops positive image, economic contribution, reduces family size, prepares for leadership and prepares for social participation. Reasons pointed out for dropping out of girls in schools are lack of incentives like books, clothes and stationary. 80% of them point out domestic work as one of the reasons for drop outs of girls. All of them find the school timings as unsuitable for the drop out girls. HMs perceived the main reasons for non enrollment as inability to provide clothes, books and stationary. Domestic work, parental illiteracy care of siblings and lack of motivation are also reasons for non-enrollment. Concerning gender equality HMs have an egalitarian view. All of the HMs agree with the purpose of girls education.

Aspects of Institutional Heads :

Availability of Physical Facilities :

	Yes	%
1. Play ground	10	67
2. Laboratory	13	86
3. Library	11	73
4. Toilets	7	46
5. Seperate Toilets	13	86
6. Medical Chickup	13	86

Dist. or H.MS Main Reasons for Girls Continuing in Schools :

	Yes	%
1. Better Economic conditions	2	13
2. Parental Education	5	33
3. Parental Motivation	8	53
4. Self Motivation	10	67
5. Payment of Fees	5	33

Perception of BMS about Reasons for Girls not Attending School :

	N	%
1. Inability of Parents to pay Fees	8	89
2. Inability of Parents to provide clothes	8	89
3. Inability of Parents to Books	8	89
4. Parental illiteracy	7	78

Utility of Girls Education :

	N	%
1. Develops positive image	8	89
2. Economic contribution	8	89
3. Reduces family size	8	89
4. Prepares for leadership	8	89
5. Prepares & social participation	9	100

Perception of HMS Main Reasons for dropping out of Girls :

	Yes	%
1. Inability of parents to pay fees	6	40
2. Inability of parents to provide clothes	9	60
3. Inability of parents to provide Books	9	60
4. Inability of parents to provide stationery	8	53
5. Inability of parents to provide food	6	40
6. Helping Parents	10	67
7. Helping in employment	10	67
8. Domestic work	12	80
9. Care of Siblings	6	40
10. Lack of Motivation	7	46
11. Parents illiteracy	4	26
12. School far away	2	13
13. Unsuitable timing	15	100

Perception of BMS about Main Reasons for Non-Enrollment:

	N	%
1. Inability of parents to pay fees	6	40
2. Inability of parent to provide clothes	8	53
3. Inability of parent to Provide books	6	40
4. Inability of parent to provide stationery	6	40
5. Helping parents in occupation	10	67
6. Domestic work	7	46
7. Care of siblings	7	46
8. Parents lack of Motivation	9	60
9. Parents Illiteracy	8	53
10. Aquecacy of incentives	7	47

Perception of Gender Equality by Institutional Heads :

	N	%
1. "Both need equal education	8	89
2. Both need equal food	8	89
3. Both need equal Health care	9	100
4. Both can be assigned same duties	8	89
5. Both should be given same freedom	7	78
6. Both equal time to play	8	89
7. Both can perform all tasks equally work	1	11
8. Both can perform similar occupations	2	22
9. Both have same intelligence	8	89
10. Both need equal wages	9	100
11. Husband and wife should take jointly decisions	9	100
12. Household work should be shared	9	100
13. Assets of family should be registered in joint names	9	100

Perception of Gender Equality HMS :

	No	%
1. Both Girls & Boys need equal education	14	93
2. Both need equal amount of food	14	93
3. Both need equal Health Care	15	100
4. Both can be assigned same duties	11	73
5. Both should be given the same freedom	11	73
6. Both should be given equal time to play	11	73
7. Both can perform all tasks equally well	10	67
8. Both can have similar occupation	10	66
9. Both can have same intelligence	9	60
10. Both should be paid equal wages	12	80
11. Both take decisions jointly	13	87
12. household work should be shared equally	11	73

Perception of BMS Utility of Girls Education :

	N	%
1. Develops position self image	14	93
2. Prepares for Economic Contribution	13	87
3. Improve health and Nutritional status	14	93
4. Ensure Education of future generation	15	100
5. Girls and women aware of rights	15	100
6. Help to raise age Marriage	15	100
7. Reducing family size	15	100
8. Prepare for leadership	15	100
9. Prepares for Social Participation	15	100

Analysis of Administrators Schedule :

15 Administrators were interviewed and their perception on reasons for continuing and drop outs were collected. 89% of the administrators feel the main reasons for continuing girls education as parental support for fees, books, clothing and provision of conducive atmosphere at home. More than half of the administrators reveal the reasons for drop outs as care of siblings, parental lack of support, unsuitable school timings, teachers negative attitude, illness and unattractive school environment.

Perception of Administrators

Main Reasons for Girls Continuing Education :

	N	%
1. Parental Education	6	67
2. Parental Motivation	4	44
3. Parental support for fee	8	89
4. Parental support for Books	8	89
5. Parental support for clothing and food	8	89
6. Providing space for study	8	89
7. Parental academic support	8	89
8. Self motivation	6	67

Perception of Administrators

Main Reasons for Girls Dropouts :

	N	%
1. Helping parents in occupation	1	11
2. Helping parents in Domestic work	0	0
3. Care of Siblings	6	67
4. Early marriage	3	33
5. Social Taboo	6	67
6. Parental lack of motivation	2	22
7. Parental Illiteracy	1	11
8. Lack academic support	5	56
9. School far away	6	67
10. Unattraction School Environment	7	78
11. Unsuitable School Timings	8	89
12. Lack of relevance of curriculum	6	67
13. Teachers negative attitude	7	78
14. Failure	6	67
15. Illness of family members	8	89
16. Own illness	8	89

Analysis of Community Leader Schedule :

19 community leaders were interviewed. Participation of women in various fields was collected. Only 63% are aware of women's participation in the Panchayath. 32% of the community leaders have taken some measures to promote girls education. Concerning gender equality majority of the community leaders have an egalitarian view. And their agreement on the various factors is shown in the table. Concerning utility of girls education three fourth of the leaders agree with the various items asked.

Community Leader Schedule :

Distribution of Respondents by their Participation :

	N	%
1. Panchayath	12	63
2. Mahila Mandal	3	32
3. Political party	16	84
4. Efforts taken by the community to promote Girls Education	6	32
5. Availability of NFE Centres	14	74

Community Leaders :

Perception about Gender Equality :

	N	%
1. Girls and boys need equal education	18	98
2. Both need equal food	18	95
3. Both need equal health care	16	84
4. Both can be assigned same duties	14	74
5. Both should be given same freedom	15	79
6. Both should be given equal time to play	16	84
7. Both can perform all tasks equally	16	84
8. Both can have similar Occupation	16	84
9. Both have same intelligence	17	90
10. Both need equal wages	16	84
11. Both can take decisions jointly	16	84
12. Household work should be shared by all	14	74
13. Household property should be on joint need	14	78

Perception of Community Leaders about Utility of
Girls Education :

	N	%
1. Develops Positive image	80	95
2. Prepare girls for Economic contribution	13	68
3. Improve Health and Nutrition status	17	90
4. Ensure for future generation	17	90
5. Girls and women aware of their rights	16	84
6. Helps to increase age at marriage	13	68
7. Helps to reduce family size	14	74
8. Prepares for leadership community leader schedule	16	84
9. Prepare girls for social participation	14	74

Analysis of the Teacher Schedule :

43 Teachers were interviewed in this district. According to teachers the main reasons for dropping out of girls are identified as helping parents in occupation (61%) domestic work (56%) engaged in remunerative work (53%) care of siblings (54%) and inability to pay extra tuition fees (35%). Majority of the teachers stressed the need of providing incentives like text book, stationary, uniform and scholarships. Teachers (58%) perceived that parental motivation is the most important reason for girls continuing their education in schools. 30% of the teachers perceived that parental education is another reason for girls continuing their education. Concerning gender equality teachers all agree with the factors given in the schedule. 79% of the teachers agree in keep image the family assets in joined names. Concerning utility of girls education all the teachers agree that education helps to develop self image, can improve health, prepares for economic contribution, ensure future education prepares women for social participation etc.

Aspects of Teachers :

Reasons for dropping out of Girls :

	N	%
1. Inability of parents to pay extra tuition fees	15	35
2. Inability to provide clothes and shoes	11	26
3. Inability of parents to provide books	13	30
4. Inability of parents to provide stationery	11	26
5. Inability of parents to provide food & medicine	10	23
6. Helping parents in occupation	26	61
7. Engaged in remunerative work	24	56
8. Domestic work	24	56
9. Care of siblings	23	54
10. Early marriage	6	14

Perception of Availability of incentives like :

	N	%
1. Text Book	34	79
2. Free stationery	39	91
3. Free Uniform	33	77
4. Noon Meals	6	14
5. Scholarship	38	88

Perception of Teachers :

Main factors for Girls Continuing their Education :

	N	%
1. Sound Economic Condition	9	21
2. Parental Education	13	30
3. Parental motivation	25	58
4. Parental support for fees	3	7
5. Parental support for Book	2	5
6. Provision for food and clothes	6	14
7. Creating space and time for study	3	7
8. Self motivation	7	16
9. Positive attitude of Teachers	6	14

Perception of Teachers :

Perception of Gender Equality :

	N	%
1. Girls and Boys need equal education	38	88
2. Both need equal food	38	88
3. Both need equal health and medical attention	37	86
4. Both can assign same duties	31	72
5. Both should be given same freedom	34	79
6. Both should be given time to play	37	86
7. Both can perform all tasks equally	21	49
8. Both can have similar occupation	25	58
9. Both have same intelligence	25	58
10. Both to paid equal wages	38	88
11. Husband and Wife decisions jointly	36	84
12. Household work must be shared	37	86
13. Assets should be registered in joint names	34	79

Perception of Teachers :

Utility of Girls Education :

	N	%
1. Develop self image	39	91
2. Prepares for economic contribution	36	84
3. Can improve Health	38	88
4. Ensure Education of future generation	39	91
5. Create awareness about rights	37	59
6. Reduce IMR	38	58
7. Reduce family size	36	54
8. Prepare for leadership	35	51
9. Social participation	34	80

Analysis Drop out Girls' Schedule :

47 girls dropped out from the school were interviewed. All the drop out girls were regular and punctual at school. At home all of them are engaged in fetching water, fetching fuel. Care of livestock, care of siblings, cooking, washing, doing wage earning activities and in agricultural work. When asked about the most dislike subject all the drop outs point out Mathematics as the difficult subject. The main reasons for dropping out can be ranked as followed.

1. Parental lack of motivation - 62%
2. Care of Siblings - 43%
3. Inability to pay tuition fees - 40%
4. Early marriage - 36%
5. Inability to provide stationary - 34%
6. Parental illiteracy - 23%
7. Inability to provide books - 23%
8. Repeated failures - 21%
9. Inability to provide clothes - 21%
10. School far away - 17%
11. Parental illiteracy - 15%

Distribution of Dropout Girls Regular Attendance :

N	%
47	100

Punctual :

N	%
47	100

Fetching Water :

N	%
9	100

Fuel Collection :.

N	%
47	100

Care of Livestock :

N	%
47	100

Making Cow Dung Cakes :

N	%
47	100

Grazing Cattle :

N	%
47	100

Care of Sibling :

N	%
47	100

Cooking :

N	%
47	100

Washing & Cleaning :

N	%
47	100

Care of Sick Members :

N	%
47	100

Wage Earning Activities :

N	%
47	100

Engaged in Agriculture :

N	%
47	100

Perception of Dropout Girls :

Dropouts According to Std. :

	Nr.	%
Std. 1	4	8.6
Std. 2	1	2.1
Std. 3	2	4.3
Std. 4	2	4.3
Std. 5	16	34.0
Std. 6	5	10.6
Std. 7	8	17.0
Std. 8	9	19.1
Total		<hr/> 100 =====

Dropout Girls Schedule :

Distribution of Dropouts According to most dislike subject

	N	%
Maths	47	100

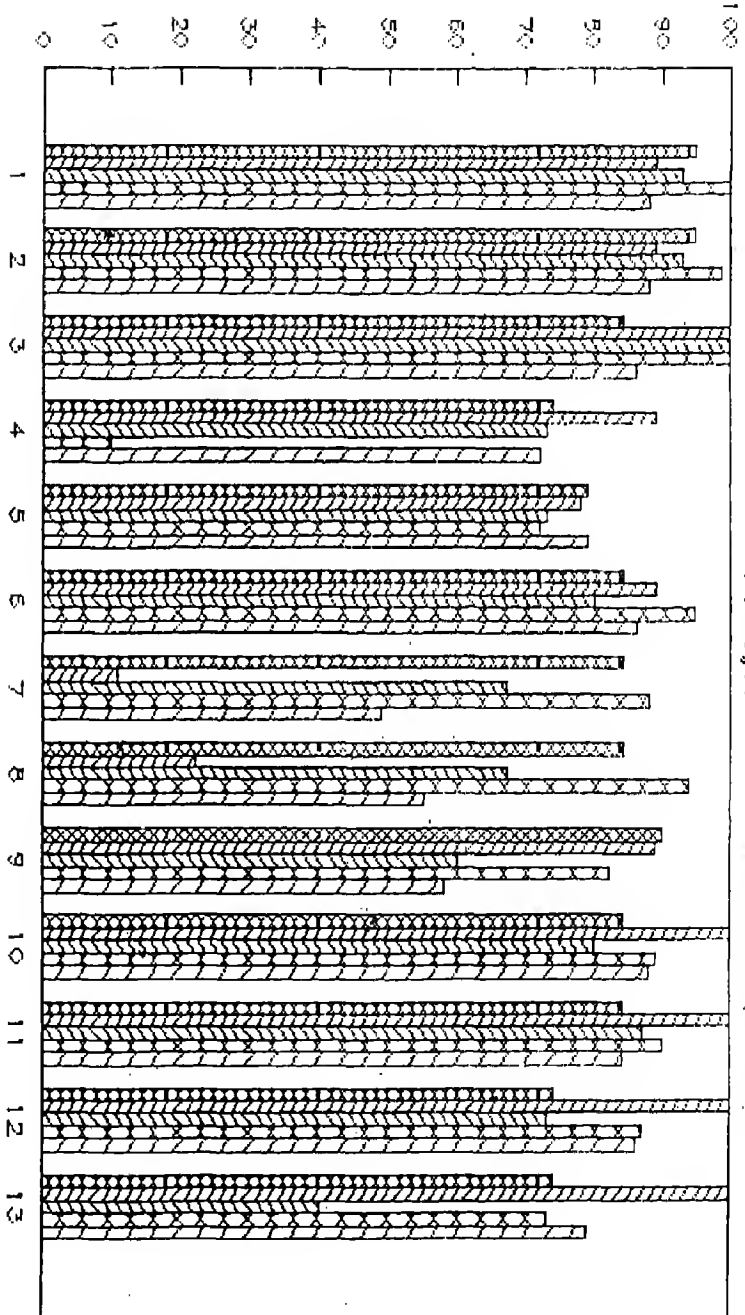
Main Reason for dropping out of Girls :

	N	%
1. Inability of parents to pay extra tuition fees	19	41
2. Inability of parents to provide clothes	10	21
3. Inability of parents to provide books	11	23
4. Inability of parents to stationery	16	34
5. Inability of parents to food	1	2
6. Helping parents in occupation	5	11
7. Engaged remuneration work	4	9
8. Domestic work	4	9
9. Early marriage	17	36
10. Care of Siblings	2	4
11. Social Taboo	7	15
12. Parental lack of motivation	29	66
13. Parental illiteracy	11	23
14. Lack of support from family	7	15
15. School far away	8	17
16. Failures	10	21
17. Own illness	6	13

Perception Of Gender Equality 6(6)

Kasaragod

Respondent



Leader



Administrator



Institutional Heads



Parents



Teacher

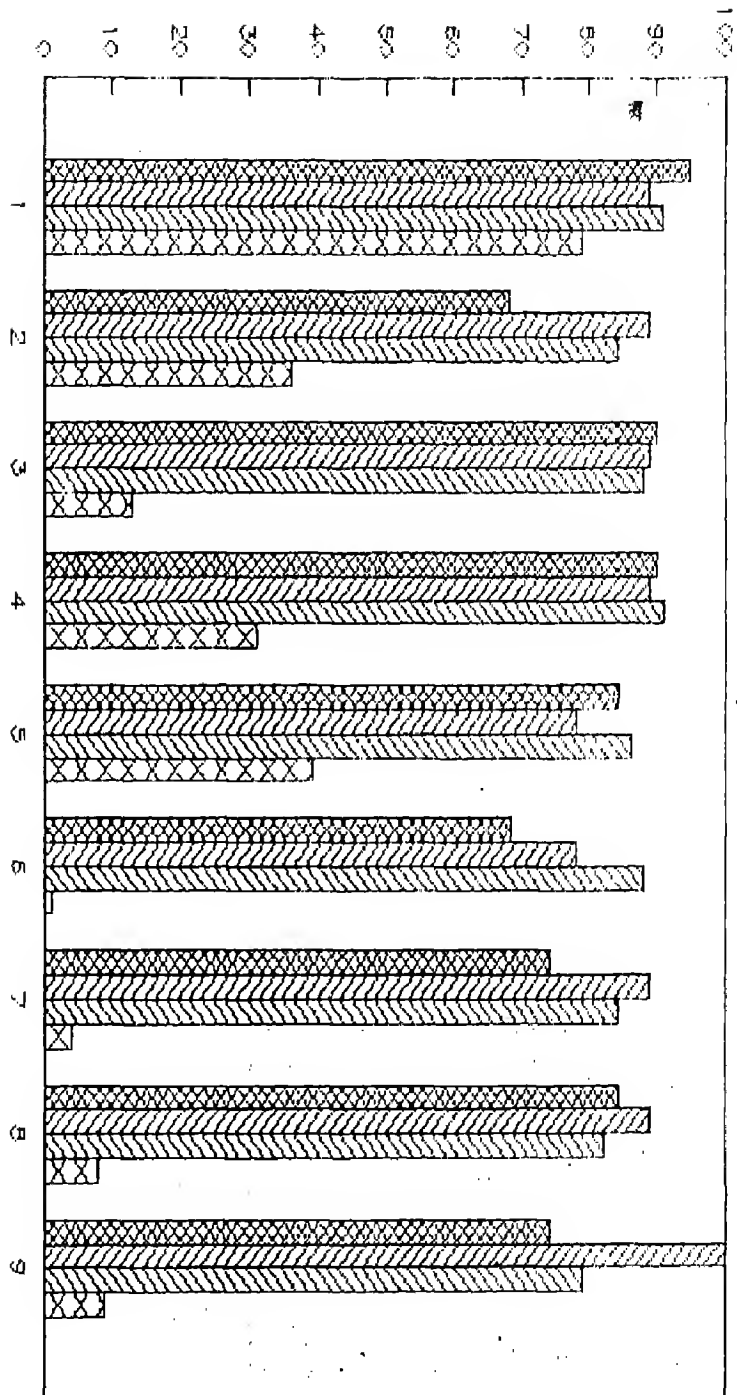
- 1) Girls and Boys need equal education.
- 2) Both need to be given equal amount of food.
- 3) Both need to be given equal health care and medical attention.
- 4) Both can be assigned same duties/responsibilities.
- 5) Both should be given the same freedom.
- 6) Both should be given equal time to play.
- 7) Both can perform all tasks equally well.

- 8) Both can have similar occupations.
- 9) Both have same intelligence and abilities.
- 10) Men and women should be paid equal wages for equal work.
- 11) Husband and wife should take all decisions jointly.
- 12) House-hold work must be shared by all members of the house hold.
- 13) Assets of the family should be registered on joint names of husband and wife.

Respondent

Perception Of Utility Of Girls Education (a3)

Kasaragod

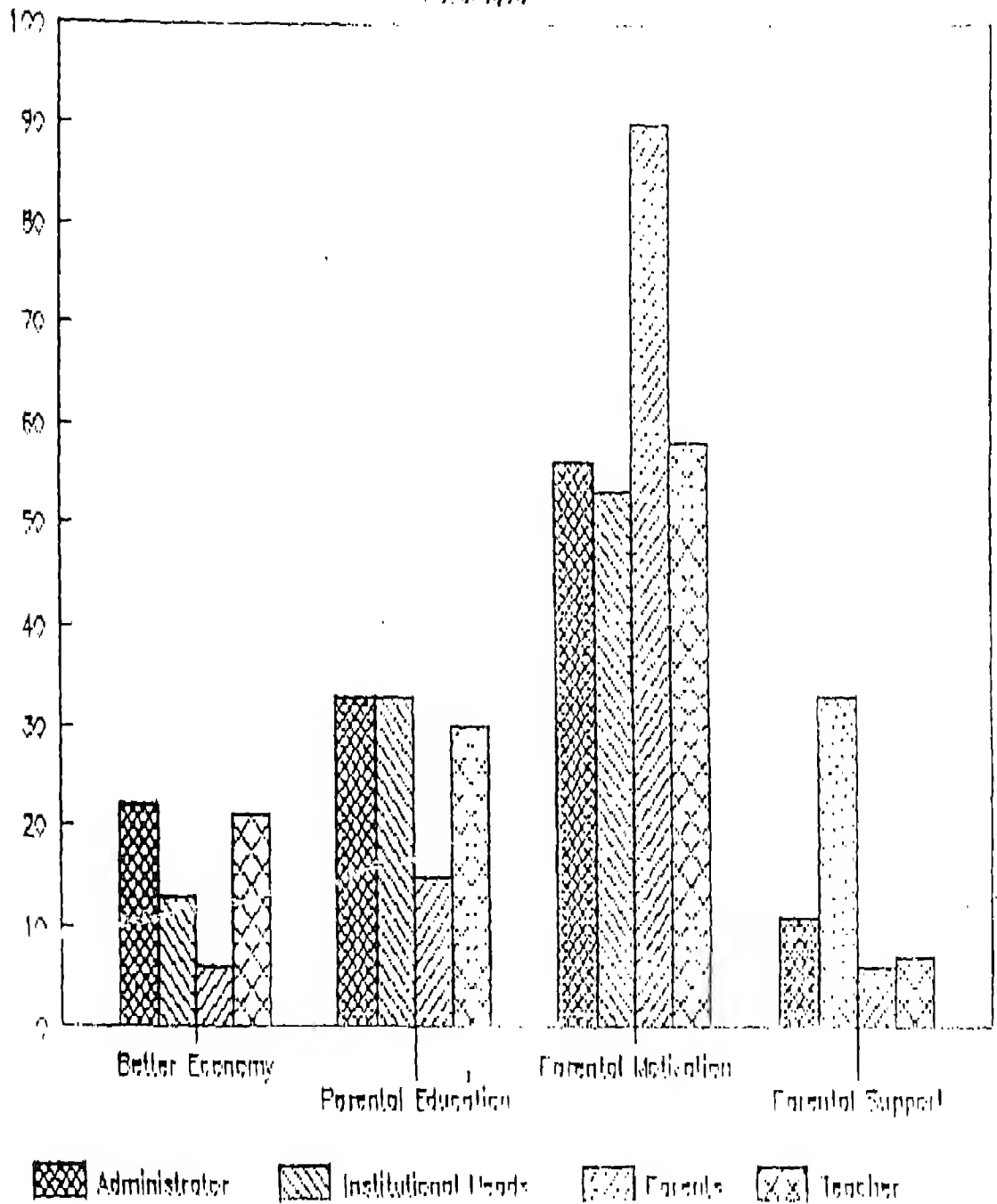


- 1) Develops a positive self-image and confidence among girls.
- 2) Prepares girls for economic contribution.
- 3) Can improve health and nutritional status of children and other family members.
- 4) Will ensure educational future generation.
- 5) Will make girls and women aware of their rights.

- 6) Helps raise age at marriage and reduce maternal, infant and child mortality.
- 7) Helps in reducing family size.
- 8) Will prepare girls for leadership roles in society.
- 9) Will prepare girls for participation and decision-making process in all walks of life. Eg. family, Panchayath, Municipality and Legislature.

Girls Continuing Their Educ'n in School

Encouraged



DISCOURAGING FACTORS FOR GIRLS CONTINUING IN SCHOOLS

KASARGOD

Lack of Electric facility	:	53.5%
Percentage of Houses which used wood as a Fuel	:	92.3%
Percentage of children Engaged fetching fuel	:	45.5%
Percentage of children engaged in case of siblings	:	6.9%

ENCOURAGING FACTORS FOR GIRLS CONTINUING IN SCHOOL

KASARGOD

Free Books	:	98.3%
Free Stationary	:	96%
Free Uniforms	:	98.3%
Free Meals	:	6.8%

PART - IV

Conclusions :

"Women gifted with high mental capacities is the companion of man in all respects. She has the right to participate in the minutest details of the activities of man and has the same right of freedom and liberty. She is entitled to have a supreme place in her own sphere of activity. Men and women are equal in status but not identical. They are complementary to one another. Each helps one another in all spheres of life. Therefore it follows as a necessary corollary from these facts that anything that will unpair the status of either of them will involve the equal ruin of both". Mahatma Gandhiji ardently advocates womens rights and their status in the society. In the post independence period the status of women in Kerala has improved amaizingly when compared to other states of India. Kerala has become a unique model in the field of literacy. Women of Kerala have achieved three times more literacy than the female population of India in general. Life expectancy of Kerala female is higher than that of males of India. Infant and girl child mortality rates are very low in Kerala. Sex ratio gives excess number of women over men. Inspite of all these women of Kerala are still deprived off equality of opportunities in educational, social, political, agricultural industrial fields. This study tried to seek out the different encouraging and discouraging factors in the field of education. It is true that Kerala girl today spends more time in the name of education than her mother. Despite the social status adorned to women in Kerala, divorces, desertion have

increased enormously much during the post independence period. It is evident that there is no gender equality and justice for the deserted women especially among the lower classes. While seeking an explanation for this malady a detailed study has to be conducted throughout the state. Kerala with its progressive policies in every field, the women are tied of with the strong black chain of dowry. Even now Sita and Savithri are upheld as models of women. Almost in all strata of society woman can marry only once even if her husband is a wife beater drunkard, gambler or womanizer. Her duty is to serve and obey him blindly.

Education is the only instrument through which the status of women can be raised. National Policy on Education of 1986 envisages that "Education will be used as an agent for basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well conceived edge in favour of women. The national education system will play a positive, interventional role, in the empowerment of women. It will foster the development of new values through redesigned curricula, text books, the training and the orientation of teachers decision makers and administration and active involvement of educational institutions. In order to operationalise the policy MHRD has included a Chapter on education for women's equality in the document. The various strategies include phased time-bound programmes of elementary education, adult education, vocational, technical and professional education to be implemented vigorously with renewed commitment. If the education is to have any value for women, it must be a means to raise their consciousness about the oppressive

structure that keeps them in a position of powerlessness. In addition to the 3 Rs education for women should be to bring out what is inside women. When we educate women, we educate the entire family. Education of women put new life to the community. Half of the population are women, who are encouraged only in cooking and caring. When we analyse the work load of men and women it is evident that work load of women surpasses the work load of men. She is carrying a double burden. Traditions and customs inhibit, women from gaining equality. District primary education programmes undertake the process of womens empowerment in Kerala. The strategies embodied in NPE and POA, if implemented in true spirit there is no doubt that women will be empowered sufficiently in the near future and liberated from the traditional taboos.

Education by itself cannot liberate women. A strong mass movement should be organized by enlightened women leaders in the rural areas of the state. the different strategies for implementation are given below.

Major Findings :

The analysis of school going schedule reveal that 93% get conducive atmosphere at home. 88% feel that domestic work is the main reason for failure. 32% are engaged in fetching water. 73% of them are encouraged by father to attend school.

Out of the 353 households visited 308 households depend on well water. 189 houses are not electrified it shows 54% of the houses are not electrified. 273 houses have no proper drainage system. Only 2% completes plus two level. 18% completes matriculation. 196 households use open toilet facilities. 91% send their children to government institutions. 90% perceive parental motivation as main reason for girls continuing their education at school. 157 parents express the inability to pay extra tuition fees which leads dropping out of Girls from the schools. 113 parents stress the need for parental motivation 117 parents feel the absence of support services as the main reason for non-enrollment. 343 parents stress the need for income generating programmes for girls. More than 95% stress the need for provision of free uniform, books and stationary. From the analysis of the schedule, it is evident that many of the parents do not realise the utility of girls education such as, girls education helps to reduce infant and child mortality and controls family size. They are not aware of the fact that girls education prepares for social participation and decision making processes. Parents are to be oriented in this respect.

According to administrators provision of extra tuition fees, books clothes and food will help the girls to continue their education. The administrators point out the unsuitable school timings (79%). 67% of the administrators point out care of siblings and inaccessability of school and lack of relevant curriculum as the reasons for drop outs. 89% see illness of family members and girls themselves as reasons for drop outs.

Institutional heads point out the lack of physical facilities in schools. Only 46% schools have toilet facilities. Reasons for girls continuing in the school are identified as self motivation (53%). According to HMs (89%) reasons for not attending school are inability to pay tuition fees clothes and books. No disagreement revealed concerning utility of girls education. According to HMs drop out of girls are due to unsuitable timing of the school, helping parents at home, domestic work and inability to provide incentives. Main reason pointed out for non enrollment is lack of motivation on the part of parents. Concerning the gender equality institutional heads do not agree that both boys and girls can perform similar occupations in the same manner.

According to Community Leaders very few efforts are taken to promote girls education. They point out womens participation in Mahilamandals is less. Concerning gender equality all community leaders have egaliterian out look. About utility of girls education all of them are fully aware of it.

According to teachers (61%) reasons for drop out of girls is mainly due to, helping parents in their occupation. It is ranked in the table. Domestic work and care of siblings are also major reasons for drop outs. According to teachers (58%) girls continue in schools due to parental motivation. Perception of teachers on gender equality is collected and is revealed that majority of them agree with all the thirteen statements. Only 49% agree that both girls and boys perform all task easily.

Out of the 47 drop out girls interviewed 34% stopped their studies after 5th standard. The reasons pointed out by them inability to pay extra tuition fees and to provide clothes, books and stationary. All of them were regular and punctual in schools, but they were all engaged in domestic work like, washing, care of siblings, care of sick family members. They do fetching water, collecting fuel, making cow-dung cakes and grazing cattles.

Suggested Interventions :

Administrative Measures :

1. Measures may be taken for universal enrollment, especially girls in this district.
2. Drop outs due to repeated failures may be prevented by improving the quality of education in class rooms.
3. Physical facilities may be improved by constructing separate toilets, provide drinking water etc.
4. Transport facilities for girls may be provided.
5. Hostels for girls may be constructed for those who are far away from the schools.
6. School timings may be adjusted to meet the local requirements as the season changes.
7. Vocational courses may be started so that the girls can contribute economically to their household needs.
8. Women's cell may be started at the district level for conveying the spirit of gender equality and utility of girls education.

Curriculum :

1. Curriculum should be revised and topics involving gender disparity may be elementated.
2. Auto biographies of women leaders may -be included in the curriculum.
3. Activities related to job earning may be included in the curriculum.

Incentives :

1. Incentives like books, stationary uniforms should be provided to the girls who are economically backward.
2. More scholarships may be arranged.
3. Schools may be provided with buses so that the girls can reach school in time.
4. Girls may be encouraged to take part in sports activities by providing incentives like milk, egg etc.

Support Services :

1. Infant care centres should be opened in the villages so that all working women can safely entrust their babies in these centres.
2. Aganwadi and Balawadi teachers may be given orientation courses.

Mobilisation of the Community :

1. The village people should be oriented on the utility of girls education and importance of gender equality.
2. Parents should be motivated to send their girls to schools.
3. Parents should be made aware of, the equal status of men and women.
4. Parents should be made aware of the benefits of population control and the harmful effects of child marriage.

5. More women may be attracted to take part in the social activities.
6. Village education committies should be started to get maximum participation of the women of locality.
7. Frequent orientation should be given to women, concerning their rights in the society.
8. Village women may be oriented on consumer rights.